

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME		DATE RECEIVED	
A. PUBLICATION DATA							
1. ERIC NUMBER ED002626		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): N.A.				MICROFILM COPY AVAILABLE YES ☒ NO ☐			
5. TITLE OF DOCUMENT ABSTRACTED: Reaching for Tomorrow Pennsylvania Migrant Child Care Centers and Services				COPYRIGHT GRANTED YES ☐ NO ☒			
				COPYRIGHT RELEASE FILED YES ☐ NO ☐			
6. PUBLICATION TITLE: N.A.				TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐			
7. EDITOR(S): N.A.		8. PLACE OF ORIGIN Bureau of Family and Child Welfare, Department of Public Welfare ST. Harrisburg, Pennsylvania CITY, STATE		TELE. EXT. INST/LOC CODE		OTHER ERIC REFERENCES:	
9. PUBLISHER OR SOURCE Bureau of Family and Child Welfare, Department of Public Welfare Harrisburg, Pennsylvania		10. VOL. N.A.		11. PAGES N.A.		12. MO./YR. 1960	
13. TOTAL PP. 10		14. SUBJECT AREA		15. TYPE OF ENDEAVOR Report			
16. INDEXING TERMS (8-12)		health services		government			
day care centers		summer programs		environment			
disadvantaged youth		welfare services		migrant workers			
special education		demographic factors		migrant children			
17. ABSTRACT (MAX. 250 WORDS) Developments between 1954 and 1961 in migrant child care centers and services in Pennsylvania were given. Before 1954 the Pennsylvania Citizens Committee for Migratory Labor urged the Department of Labor and Industry and the Department of Public Welfare to establish child care centers for the children of migrant workers in Potter County; the two departments jointly financed and operated a day care demonstration project which cared for 49 children. Day care centers increased; the responsibility for operating them changed hands. In 1956, after a brief period under the direction of the Department of Public Welfare, the responsibility for operating all day care centers for migrant children in the State was accepted by the Child Development Department of the College of Home Economics of Pennsylvania State University. Day care centers were established in other counties, and a program of health and welfare services for the migratory farm workers and their children was put into operation. The Governor's Committee on Migratory Labor was organized to assure satisfactory conditions of housing, sanitation, health and welfare for all migratory workers in Pennsylvania. Changes and additions to the programs of child care and social services occurred. Administration of the child care center in Ulysses, Potter County, was taken over by the County Commissioners and the local Migrant Committee in the fall of 1959. New child care centers were organized in Adams County and Franklin County. A combined center was organized for Snyder, Chester, and Lancaster Counties. Of a total of 750 migrant children in all counties, 52 percent were reached by public programs. Summer school was provided for 50 children, day care services for 153 children, and social and health services for 195 children.							
B. INDEXING DATA							
ERIC No.		18. SOURCE OF ABSTRACT					
C. FUNDING DATA							
19. SUPPORTING ORGANIZATION		20. DIVISION OR DEPT.		21. CONTRACT NO.			
				PROJECT NO.			
		22. TOTAL COST OF PROJECT					
		23. DURATION OR PROJECT		U.S. Department of Health, Education, and Welfare Office of Education			

Migrants - Migrant Child Care Centers (Copy 1)

REACHING for TOMORROW

ED0002626

Pennsylvania *Migrant Child Care Centers and Services*

1960 Report

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.



ADAMS STATE COLLEGE LIBRARY

COMMONWEALTH of PENNSYLVANIA
DEPARTMENT of PUBLIC WELFARE
BUREAU of FAMILY and CHILD WELFARE

DAVID L. LAWRENCE, Governor

MRS. RUTH GRIGG HORTING, Secretary

J0590

ED0002626



CHILDREN OF MIGRANT WORKERS, TYPICAL OF THOSE ATTENDING DAY CARE CENTERS, ARE SHOWN HERE ON A VISIT TO THE OFFICE OF SECRETARY OF PUBLIC WELFARE MRS. RUTH GRIGG HORTING IN HARRISBURG. IN ADDITION TO MRS. HORTING, SEATED, THEY WERE WELCOMED BY COMMISSIONER OF CHILDREN AND YOUTH C. W. ANDERSON, LEFT, AND MR. MARION L. SHERIDAN, RIGHT, IN CHARGE OF SPECIAL SERVICES IN THE BUREAU OF FAMILY AND CHILD WELFARE.

FOREWORD

Migratory farm workers move because they must. To earn a living for their families they must go when and where the labor is needed. They must work and earn during the weeks of the year when the work, depending on the weather and crops, is available. They are the most underprivileged group of workers in the United States. They do not belong to a community, so they miss having school, church, health and welfare services, and opportunities for good recreation.

Growing Community Understanding

In Pennsylvania the harvest season is from midsummer, when the beans and tomatoes are picked, until late fall when the potatoes are dug and the fruit is ripe. During this time our farmers must employ large crews of workers if they are to help produce the nation's food.

Gradually, in this State, many communities have realized that they have an obligation to these workers who are necessary to their economy and who help bring prosperity. They have begun to know that these migratory workers are people with the same human wants as the local residents. They are becoming more friendly to the migrant worker and are organizing committees to help them get community services which are so often denied them as they move from place to place.

In my report to the United States Senate Subcommittee on Migratory Labor, I summed up our State's position on giving child care services for the children of migrant workers. I said, "We believe that Pennsylvania has contributed greatly toward the welfare of these families and their children for, wherever these services are given, there is a visible improvement in their living and working conditions. No longer is it necessary for the small child to wait long hours in the field while his parents are working, or be left alone in camp, unfed and unattended. More and more of these children are receiving adequate protection and care."

Mrs. Ruth Grigg Horting
Secretary of Public Welfare

Pennsylvania Migrant Child Day Care Centers Cared for 603 Children from 1954-1960

Year	Potter*	Northumberland Snyder	Chester Lancaster	Lycoming	Adams	Franklin	Total
1954	49	-	-	-	-	-	49
1955	50	-	-	-	-	-	50
1956	38	-	-	-	-	-	38
1957	45	25	-	-	-	-	70
1958	60	25	20	-	-	-	105
1959	59	31	20	35	-	-	136
1960	45	31	25	-	32	23	155
Totals	337	111	65	35	32	23	603

*There must be enrollment of 15 children for a day care center.
Many of the same children enroll each year.

Since 1956 there has been a social worker in each center.

SEVEN YEARS of MIGRANT CHILD CARE CENTERS and SERVICES

For the last seven years, two basic services have been offered to migrant families in the counties which employ a large number of migratory farm workers. Day Care has been provided in six counties, some in centers located where they could serve adjoining counties. Child Welfare Services have been provided by social workers in seven different counties.

Before 1954 the Pennsylvania Citizens Committee for Migratory Labor had seen great need for day care centers in Potter County, the one county in the State then using about 3000 migrant laborers. They found many children who were left alone all day in unsafe, shack-like camps, while their parents worked four and five miles away. Few Health and Welfare services were available to these families. This Committee asked the Department of Labor and Industry to do something about the housing, and the Department of Public Welfare to do something about the children. In 1954 the two Departments jointly financed and operated a day care demonstration project which successfully cared for 49 children.

In 1955 the Department of Public Welfare took full responsibility for operating the Potter County Day Care Center. This project, too, proved to be a success in the number of children which it was able to protect, feed and give some care.

In 1956 the responsibility for operating the Day Care Center in Potter County and all subsequent day care centers for migrant children in the State, was accepted by the Child Development Department, College of Home Economics, of the Pennsylvania State University. The Department of Public Welfare paid the University for this service from State and Federal Child Welfare funds. In that year, too, a child welfare worker was employed by the Department for Potter County who recruited children for the center, helped parents to understand its value, and referred many problem situations to community health and welfare services. She helped pregnant mothers, families who wanted to go back home and had no money, and teenagers lost in the migrant stream. The county public health nurses scheduled added clinic hours, and many babies, preschool and school age children were given health examinations and immunizations.

In 1957 another day care center was begun in Sunbury at an old CCC Camp used by a Boy Scout Council. Citizens had complained continuously over the conditions of one migrant labor camp in which children's lives

had been threatened by several fires. Displays of violence and the behavior of the adults indicated the children were not being properly protected. In its first year of operation the center enrolled 25 children from this one camp. Since then, it has serviced a wide area of children within a radius of twenty to twenty-five miles, and has included children from adjacent Snyder County. The social worker and the public health nurse work together in these counties and through the efforts of the hospital and doctors, health recommendations are quickly followed up. As a result, many children receive needed medical care before they must move on to the harvest in another state.

In 1958 Chester County asked for help. The Migrant Committee of the Council of Churches had found a small group of ten to fifteen children in an old dilapidated camp, playing all day in a rickety unsafe barn. While their parents worked in the field, the children were without food or care from dawn until late afternoon. This Committee raised money and built a large multiple-service community hall. It then asked the Department of Public Welfare and Pennsylvania State University to sponsor and operate a much needed day care center. Since then, an average of twenty to twenty-five children have been cared for each season. The social worker recruits some of the children from a camp in nearby Lancaster County.

In the summer of 1959 a center was operated in Jersey Shore, Lycoming County, serving thirty-five children. The Department of Public Welfare and the citizens of that county were prompted to action by the report of a public health nurse who described vividly the unhealthy conditions among the migrants in a camp near her community. Together, the nurses and the social worker brought the children and the adults to the clinics for the treatment which they badly needed.

Within the past few years the growth of the fruit industry and the subsequent need for more workers to harvest the crops has brought an increasing number of workers and children to Adams and Franklin Counties. In 1960 a small day care center was opened in each of these counties.

The one demonstration Day Care Center in Potter County in 1954, has led not only to the establishment of day care centers in other counties, but also to the provision of a developing program of health and welfare services for the migratory farm workers and their children.

52 Per Cent of Migrant Children Reached Through Day Care Centers and Social Services

by the DEPARTMENT of PUBLIC WELFARE in 1960

Counties Reached	No. Migrant Children in County	SERVICES PROVIDED		
		Summer School	Day Care	Social and Health Services Only
Adams	65	-	33	32
Chester	18	-	6	12
Franklin	87	-	23	64
Lancaster	28	-	17	15
Northumberland	56	-	29	27
Potter	127	50	45	32
Snyder	13	-	-	13
Total Migrant Children Reached	398	50	153	195
Total Migrant Children in Other Counties not Reached (Reported by Department of Labor and Industry)	352			
Total Migrant Children in all Counties	750			
Percentage of migrant children reached		52%		
Percentage of migrant children not reached		48%		
This represents a reasonable percentage of care for these children. Some will never be reached as they live in camps too widely scattered to make a program feasible, and there will always be some whose parents have made other plans for their care.				

When, Where, and How Many Migratory Farm Workers - 1960

LENGTH OF SEASON

Migratory Farm Workers Are Needed

July 15 to October 15 To Pick

Greenbeans, Tomatoes, Potatoes,

Cherries and Apples

NUMBER OF WORKERS

Registered By Crew Leaders 6900

Southern Workers 4800

Puerto Rican Workers 2100

Number of Children 750

LOCATION OF CHILDREN BY COUNTIES

<u>COUNTY</u>	<u>NO. OF CHILDREN</u>	<u>COUNTY</u>	<u>NO. OF CHILDREN</u>
Adams	65	Luzerne	99
Berks	11	Lycoming	15
Chester	18	Mercer	9
Columbia	12	Northampton	6
Crawford	36	Northumberland	56
Cumberland	3	Potter	127
Erie	20	Schuylkill	24
Franklin	87	Snyder	13
Lackawanna	21	Warren	7
Lancaster	28	Wyoming	16
Lehigh	73	York	4

Total Number of Children 750

BREAKDOWN BY AGE GROUPS

<u>AGE</u>	<u>NO. OF CHILDREN</u>	<u>PERCENTAGE OF TOTAL</u>
0-7	387	52%
7-14	302	40%
14-16	61	8%
	750	100%

STATE and LOCAL PLANNING for CHILD CARE CENTERS and SOCIAL SERVICES

The purpose of the Governor's Committee on Migratory Labor is to assure satisfactory conditions of housing, sanitation, health and welfare for migratory farm workers brought to Pennsylvania. This responsibility and concern is divided among many State and local governmental departments, private social agencies, church committees, and growers associations. The Governor's Committee offers leadership to these organizations and undertakes to coordinate the services and activities which each one provides for the migrant worker.

The Department of Public Welfare works closely with the Governor's Committee and since 1956 has provided welfare services to counties employing migratory workers. A special field representative from the Office for Children and Youth offers year-round service to communities wanting assistance in planning child care centers and social services for migrant children.

SIGNIFICANT CHANGES AND ADDITIONS IN 1960

The special field representative was able to effect several new and important developments in the programs of child care and social services this year. He attended many meetings of local committees and health and welfare councils to discuss numerous organizational and program problems.

Ulysses, Potter County - Administration of the Child Care Center taken over by the County Commissioners and the local Migrant Committee in the fall of 1959.

A visit of the special field representative to the local chairman brought up for consideration the possibility of the Potter County Migrant Committee sponsoring the child care center in 1960, with assistance from the Department of Public Welfare. Since 1954 the Department of Public Welfare and the Mennonite Service Committee had each operated and financed a child care center for a total of 80 preschool children. The older children had gone to a summer school operated from

private funds. Since the number of children has decreased in Potter County each year, the Migrant Committee this year expressed interest in asking the Mennonites to operate the one center now needed, for an estimated 25 to 30 children. Following through on this request, the migrant Committee and the Department's field representative met with the Potter County Commissioners who planned with them to accept responsibilities for protecting the children of migrant farm workers.



The County Commissioners then made a purchase of service arrangement with the Mennonite Service Committee and paid for the children's food and transportation. In turn, the Commissioners were reimbursed by the Department of Public Welfare for the cost of this service. In addition, the Department employed a social worker at the request of the Mennonite Service Committee, who was assigned to the staff of the day care center.

The sponsorship of the day care center by the Potter County Migrant Committee encouraged considerable participation by local organizations and individuals who gave much more of their service and time and contributions, than heretofore. Many community

people thus made their first contacts with migrant families who had lived in their midst for many summers.

A New Child Care Center in Fairfield, Adams County.

It took many meetings, long discussions, and much correspondence in the winter of 1960, for the special field representative to engage the interest of citizens of this county in exploring the need of the migrant children. However, by spring, the Adams County Council of Social Agencies and the Ministerium joined in asking the Department of Public Welfare to assist them in determining whether or not migrant children, who came there each year, needed a child care center. It was known that approximately 100 children had been brought each season for the past two years. A social worker was employed who visited each camp finding many parents who needed a day care center to care for their children while they were working in the fields. A center was established which cared for about 30 children, although more children would have used it, had it been possible to find a location nearer to the largest number of camps. There were many problems to be solved in this first year of service, but as the season ended many more people in the county were aware of the every day living problems of migratory workers who came each season to pick the fruit.

A Small Child Care Center at Community Hall in St. Thomas, Franklin County.

About 100 children have been brought to this county for the past several years. This concerned many citizens who wanted to know where the labor camps were located, if the children were cared for, and whether or not a child care center was needed. In early August, a social worker was employed to learn these facts. Many families were found who had no way to care for these children when they were in the fields. A small center was opened for those who lived not too far from St. Thomas which cared for twenty children.

Combined Migrant Child Care Center at Northumberland-Snyder, Chester and Lancaster Counties.

These counties have had programs for several years and community planning resumed its usual course in 1960. Visits were made to the local committees and interested

individuals in the early spring, and again prior to the opening of the child care centers.

Chester County again asked the State to provide a child care center and social worker, while it operated a multiple service facility for the adult migrant. Although there were very few children in this area in 1960, there were many children in Lancaster County, 17 of whom were brought by bus to the Chester County Center each day.



As the result of communication with many citizens of Northumberland County likewise concerned with the problem of care for migrant children brought to its area, the Department planned to reopen the child care center, knowing that there would be many children who would use it, as the same migrant camps would be opened again.

Several problems had to be worked out in Snyder County. The children from the camp on the Isle of Que did not return this summer. In previous years they had been cared for at the day care center near Sunbury. As many as twenty children did come to a migrant camp in lower Snyder County, ten of whom might have used the center, but regretfully it was twenty-five miles from the Sunbury Center and we could not find transportation for them. Nevertheless, arrangements were made for a social worker in Snyder County to make regular visits to the camp and refer problem situations to the available social and health services of that county.

MIGRANT DAY CARE CENTERS-1960

Operated by

The PENNSYLVANIA STATE UNIVERSITY

The Pennsylvania State University has provided professional supervision for day care centers in Adams, Chester, Franklin, Lycoming, Northumberland, Snyder, and Potter Counties since 1956. To those unfamiliar with the program, a brief description of the operational planning follows:

The Pennsylvania State University, working closely with the Department of Public Welfare, provides the professional staff of each center and a coordinator for the overall planning. The latter commences planning with the Department in February for the ensuing summer. She then visits the counties where migrant day care is needed, working with community committees to find and select locations for the centers and to arrange for the purchase of supplies and equipment. The coordinator also estimates the budget for each center, employs the staff and aids with their orientation.

A trained director is hired for each center. She combines administrative and teaching duties, plans the daily program, and is responsible for the standards of care maintained by the center. Students in child development, sociology, elementary and special education are hired as teachers, as are community residents who have training and interest.

The day care centers open in July or August and continue until September or October depending on the need evidenced in each county. The centers are in operation five days a week, Monday through Friday, from 8:00 a.m., to 5:00 p.m. Children in the 3 to 4 year age range are enrolled. Breakfast and a hot midday meal are provided and a program including health instruction, basic skill training, music, art and recreation is given with modifications for the age grouping of the children.

Benefits to the more than 600 southern Negro and Puerto Rican children enrolled in the Migrant Day Care Center Program over the years have been marked. These have included weight gains, improved health, development of academic skills and a noticeable growth of alertness and greater interest in life. Benefits have accrued, too, to all those involved in the program--the interested com-



NAOMI LeB. NAYLOR, Coordinator

munity volunteers, professional staff, and students have experienced the challenge and rewards of helping this most deprived group of children. Growers and agricultural industrialists using migrant labor have noticed better relations and more productive workers. The migrants themselves have been highly appreciative and the children have shown a responsive eagerness to the learning situations and other experiences provided in the program.

Each summer the program has been in operation has seen a slightly different emphasis, a new set of problems to be resolved, and the achievement of varied objectives. In 1960, the emphasis lay in initiating migrant day care in two counties and in developing a program suitable to the school age children within the framework of day care.

One hundred and eight children were enrolled (see Chart, page 3) during the summer of 1960 in four day care centers located in Chester, Northumberland, Adams and Franklin Counties. In the latter two counties, day care had not been previously offered, and all the problems inherent in introducing the concept both to the community and the migrants themselves needed resolution. With the help of community groups and individuals, and by demonstrating the use of the day care center itself, a good foundation was laid for the presentation of this service in the future.

DAY CARE PROGRAM AND THE SCHOOL AGE CHILD

Programs at the day care center which add to the every day knowledge of a migrant child attract him and his parents and prevents Child Labor. This is evidenced by the increasing number of children from 7 to 14 years of age, whose parents send them to the center for the full season when, otherwise, such children would be working in the fields or caring for babies.

It is known that an estimated 600,000 migrant children a year lack educational opportunities. Time Magazine reported in August 1960, "He (the migrant child) is the nation's greatest single source of illiteracy, and by that handicap, condemned to repeat the hopeless life of his parents." Added to the handicap of continuously interrupted schooling, the migrant child's experiences are extremely limited and the life of the camps circumscribed. The migrants are virtually isolated from normal community contacts.

The effects of these lacks on the children were remarked by the teachers of two migrant day care centers. One teacher wrote, "They had missed many home and environmental experiences I had had. There were so many things they just were not aware of. Generally, we teach children how to tell time and to count money. These children could not begin to tell time, and they still cannot count money satisfactorily, even simple change." Another teacher wrote, "The average scholastic retardation of these children is about three or four years. Some specific examples are:

"A girl of 13 can print her name, but poorly.

A girl of 11 is doing second grade work.

A girl of 12 is doing first grade work.

A boy 13 is doing fourth grade work."

This summer realized one of the major accomplishments, that of introducing a suitable program for the child over seven years old. The teachers developed realistic activities designed to help the children learn from their own background. They found they could reach them and hold their interest by using such experiences as their trips from "home" bases in Florida and Mississippi. Starting with their familiarity with the crops they and their parents had helped harvest, the teachers succeeded in extending the scope of their knowledge.

An illustration of this type of program may be taken from the Chester County Migrant Day Care Center. The teacher had ten older children, ages 10 to 15 years, in his group. Their academic range was from first to seventh grades. In spite of this great spread, the teacher developed a common project about which all their work could revolve--the country general store. The children made the play store, stocked it, and added order pads and a toy cash register. Inventory was taken and the children were in business. With the store, a large mural map of the United States was made from brown wrapping paper. A picture of a store spotted at the Mississippi River divided the eastern and western sections of the country. The older children did research to find which agricultural products were raised in each state. Pictures of these were placed in the states and strings run from them to the store to indicate where the products found on the shelves came from. A field trip to a potato separator and packaging center, took the children another step into the processing of agricultural products. Interwoven with the play store activities were arithmetic, writing, reading--all derived from the practical consideration of the children's own experiences.

That the children in these programs developed an interest in learning was indicated by the response of one of the older boys. When his teacher, who had been pushing some new material, asked the boy if it was getting to be too much, he replied, "No sir, I want to fill my head with as much as I can."

Emphasis was placed on books, a commodity little known to the migrants. As one teacher said, "We read a lot to them and try to show them the fun in reading. Some of the older ones would ask to read a story, at times. Another teacher found that "Huck Finn" was a story the older children particularly enjoyed. When this teacher and his wife, who was the director of the center, had to leave before the center closed, one of the children wrote them a letter:

Frum L _____

Dear Mrs. and Mr. Farrell

September 1, 1960

Mr. Farrell we mrs you and Mrs. Farrell Mr. Farrell weare leave Sunday. Goodby Goodby Goodby

Mr. Farrell and Mrs. Farrell. I fetch out the shovel. I star diggen for twenty dollar peck of golb.

This last is a reference to an episode in "Huck Finn."

The above letter and the next, which was written by a 15 year old, gives further concrete evidence of the need these children have for greater educational experience.

Dear Mr. & Mrs. Farrell

Hi are you'll. We all miss you'll very must. I am get along find and i hope you'll is to. Mrs. Bornw* is nice. I wods like see you'll. fooy by

J _____ C _____

At one center, where the teacher was trained in industrial arts, a program was set up to include woodworking and crafts in an effort to help the children develop simple skills. This teacher invented a simple device of wood and pieces of wire cut from coat hangers. When put together, these materials made an ingenious set of folding shelves. Since the migrants have little room to transport furniture, these shelves were useful and easily carried. They were in great demand. Many of the adults asked the boys to make them. The youngsters were very proud of the recognition they received.

These same children also cleaned out a field for a baseball diamond, and made tables and benches for a picnic area for the whole day care center group.

One of the teachers wrote hopefully in reference to the younger children, "They were interested in learning and several could recognize a few simple words at the end of the program. These children could look at a map and find their home town and their home state. Several could recognize all numbers on the clock face and one was beginning to tell time alone....If we can keep these younger ones interested in learning as they grow older, and still get the new ones enrolled, surely the day will come when we will find definite progress."

* Mrs. Brown, the new director of the center.

While the professional staffs of the centers performed remarkably under conditions that were both emotionally and physically demanding, their task was made easier in those counties where there was active community involvement. In these counties various church groups, community migrant committees, school systems, scout and service groups, gave invaluable aid to the Migrant Day Care Center Program. To list a few of these efforts, community groups have:

1. Provided volunteers

- to work with the preschool children each day;
- skilled in some area of art, music, sewing or woodwork, to give special programs and experience for the older children;
- to drive children to health clinics;
- to take children on field trips which broaden their horizons;
- to act as hostesses at the community open house held by each day care center.

2. Helped to locate and recommend suitable housing

- churches have provided the use of their Sunday School facilities;
- one county migrant committee provides a building they built in a migrant camp.

3. Loaned equipment and donated materials.

4. Aided with community contacts and education.

5. Provided storage space for equipment.

6. Saved hundreds of dollars for the program in discounts on the purchase of food and supplies, as well as the free housing mentioned above.

Certainly all of these groups working together, adding a drop of compassion to a drop of opportunity, are cementing a path to a brighter future for these "children from nowhere."

MIGRANT CHILD CARE CENTER for POTTER COUNTY • 1960

Operated by the MENNONITE SERVICE COMMITTEE at Ulysses, Pennsylvania

The Day Care Center of Ulysses, Pennsylvania, opened the summer season on July 17, 1960, and continued until September 30, 1960. A total of 47 children were enrolled during the entire season, ranging in ages from 2-1/2 to 5 years with a few age 6. Record attendance was reached on August 24, with a peak of 44 children. In September it dropped to approximately 30 children when several of them left camp to return to home base and school.

A small fee was requested which was willingly paid by most parents, amounting to twenty-five cents a day or \$1.25 per week for the first child, and lesser amounts for each additional child. These funds were used for supplies for the nursery and special activities for the children.

A staff of six came to Potter County to work through the Mennonite Voluntary Service. The director of the nursery school and several other staff members were elementary school teachers. Some of the staff had had experience in a migrant child day care center in Florida. They planned the programs and the schedules for the center, and reviewed their activities with a Citizens Advisory Committee drawn from Ulysses and other nearby communities.

Professional workers were provided by the Departments of Health and Public Welfare. The public health nurse called at the center every day for one and a half months. The social worker enrolled the children, kept records, and helped the parents understand the value of the center.

LIFE AT THE CENTER

The school bus which took school children into Ulysses also brought the preschool children to the center for the first month and a half. In the month of September the staff and a driver from Ulysses provided the transportation. The staff believed, however, that in another year it would be better to plan for transportation directly to the center for the entire season. It was their feeling this would



ANNA MARY REED, Director

help the children have more confidence in the program at the center, and settle down more quickly as they arrived each morning.

The center provided care five days a week, Monday through Friday, from 8:00 a.m., to 5:00 p.m. Breakfast, dinner and an afternoon snack were served. Regular and well-planned meals erased hunger pangs. Each day consisted of play, meals, rest, and again play. It has been said, "Play is a child's work." Each child was given the opportunity to express his ideas in finger and poster painting. A special treat for the week consisted of soap bubbles, colored balloons, or tasty lollipops. Special activities included birthdays and picnics.

The children were divided into two groups; the two and a half and three year olds with one group leader, and the four and five year olds with two group leaders. Another group division would have been ideal but was not possible because of lack of space and the limited number of staff.

The routine for each group was similar and yet suited to each age group's need. The original schedule of the toddlers included an

hour rest period following breakfast. This was discontinued. The three hour rest period after dinner proved to be sufficient rest for most of the smaller ones. The frequent toileting for the small fry was necessary. Toileting, breakfast, and toileting, appeared first on the schedule. A long play period was provided until 11:00 a.m. Indoor play included playing with trucks, dolls, playing house, etc., and the group leader substituted quiet play



when the children tired of active play. These activities included stories, listening to music, and stringing brightly colored beads.

The warm, sunny outdoors beckoned each child. Here a variety of equipment was provided to stimulate play experiences. Here there was also room for a release of boundless energy and enthusiasm. The red and white tricycles proved a main attraction. From the swings came high-pitched voices, "Teacher, come push me; push me high!" The wagons were fine carriers for hauling

people and carrying sand from the sandbox. Those with domestic interests could be found in the weather-beaten treehouse cooking a pork and bean dinner. The sandbox provided much interest, particularly for making mudpies and cakes.

Quiet moments were had before and after mealtime. The children rapidly learned simple songs and tunes. Finger-plays and poems were enjoyed. A familiar piece was chanted in unison, each one keeping perfect rhythm. They liked to hear and repeat the expressive lines of the "Three Bears." Learning and singing songs were a definite joy to these children. And what is more expressive and indicative of a happy heart than a song?

Dependability, a fine sense of responsibility, cooperation, and a dedication to the program were displayed by each member of the staff. Much love, care, and understanding was given by the group leaders to the children in their charge. As a result of their watchfulness and careful supervision on the playground, no serious accidents occurred.

In spite of the hard work which went into the program, no regrets were expressed by anyone who participated in this summer program. It has been an opportunity for each of them to observe the spiritual and physical needs of these little ones. Above all, it has been an opportunity to show Christ-like love, to bring rays of sunshine and happiness into the lives of underprivileged children and their parents.

Social Services for Children and Families

Since migratory farm workers are the most underprivileged group of workers in the United States, they are particularly in need of the health and welfare services of any community in which they have been recruited or hired to work. To help them find those agencies which meet these needs, Pennsylvania employs social workers each summer to visit the camps and talk to the parents about their plans for the care of the children, while they are working in the fields. Often, in offering the service of the day care center, the conversation will reveal serious family problems. Some families need help to return to home base because the amount of work available or the wages are less than anticipated and they cannot exist on what is being earned. Other families need medical and health services for a chronically or acutely ill member. Many women come north in the migrant stream bringing numerous fatherless children who need many kinds of social services. As the social worker makes herself

further known in the camps and in the community, requests for help and assistance begin to be initiated with the migrant community and the community at large. She refers many of these situations to the local agencies for whatever help they can give. When these are not available to meet a particular problem, she offers the family whatever help she herself can give from her own ability to counsel with them, or find some resources which will help them.

Five social workers were employed in 1960 to work in those counties having the largest number of migrant children--Potter, Northumberland, Snyder, Chester, Lancaster, Adams and Franklin. Migrant families lived also in camps spread thinly over twenty-four other counties.

The records of the social workers relate many of the situations in which they were able to help these families.

Many Family Problems in Adams County

The first problem for this county arose in the spring when a Puerto Rican family of four adults and six children became stranded. They were roaming the countryside looking for work when their station wagon broke down. They had bought the station wagon in Florida for \$400. They were without money, food or work, and appealed to a gas station attendant for help who telephoned the State Police. With their help, the Farm Placement Bureau, knowing where a few weeks work was available, found them employment on a nearby farm. But, this was only the beginning of the help this hard working family needed. As soon as the social worker arrived she enrolled the children in the day care center and found many other sources of help for this Spanish speaking family, who had little ability to make their needs known.

Shortly after the center was opened, two small children who had talked about their father "feeling sick" did not come one morn-

ing. The social worker visited the camp later in the day to find that this young man was suffering from a cerebral hemorrhage which had partially paralyzed him. What does a man do who has a wife with four small children, and no money to buy food? The Public Assistance Office could give him an emergency food order, but only if he returned to his home base. They could pay transportation for the family to travel on the bus, but, how was this paralyzed man, who had little or no care, to travel by public transportation? After many contacts and many arrangements made by Public Assistance worker and the center social worker, the crew leader found a member of the crew to drive this disheartened, anxious and unhappy family back to Florida. This family needed all the community services possible, but, in traveling to earn a living by following the harvest, they had lost their rights to the care and protection they so greatly needed.

Foster Home Care in Potter County

The migrants who come to this county year after year bring many babies and children under three years of age. A pattern has been followed of placing these children in foster care during the working week since the day care center takes only children over three years of age.

In 1960 the social worker placed twelve children in six foster homes. Her brief record reads: "I first tried to find a responsible woman in each camp who, for a small fee from the parents, would care for the babies. I found this impractical because there were too few babies in any one camp to make the fee equal what a woman could earn by going to the field. I learned too, that many parents had used foster care in other years and found it satisfactory, so that they had little interest in a plan for in-camp care.

"A few parents who had come earlier than I, had already found foster homes for the babies. But, as the summer advanced the parents and the community began to learn that I was a person they could consult about foster care. To find homes, I read and evaluated the records of the placements of previous years. I also sought the help of one of the women on the Community Committee for Migrants, who knew many of the women of the area who might be interested in helping to care for these children. I visited each home recommended, and decided whether or not the family had a concern for these particular children, and whether the physical and emotional conditions of the home were favorable for care of a baby. When I found a suit-

able home, I brought the migrant mother to see the family, and helped her make arrangements which best suited her needs. It was understood by foster parents before they agreed to take children, that the workers usually paid a dollar a day for a child's care, and this barely covered the cost of food and a few necessities. Most placements lasted less than six weeks, but I returned to each foster home several times to help with adjustments between the parents and foster parents, and see that the child was receiving good care. The mother most in need of foster care for her baby was a young woman twenty-nine years old. She had come north for the first time trying to earn a living for her eight small daughters. She did not have a husband to depend upon, and her only assistance was the earnings of her sixteen year old brother, who had come along to help her. All the girls were cared for in the summer school or the day care center, and I placed the baby with a young couple in the community, who gave it the best of care without any cost to the mother."

This social worker also worked closely with the public health nurse, reporting illnesses of the children, and getting the parents consent for immunizations. She worked too, with the chaplain who helped to provide the families with many material needs. However, most of her time this season was spent finding care for the children too young for the day care center. In the short time allotted, it was a difficult task to select from many applications the best homes in which to place these children.

A Small Boy in Trouble in Northumberland County

The report from the social worker in this county tells the story of the kind of help she was able to give the teacher at the day care center with a child who had serious behavior problems.

Jerry, a seven year old boy, slim and asthmatic, came to the day care center regularly. He was full of suppressed hostility towards the other children hitting and punching them, and gave grudging obedience to the teachers. They felt they needed to find some approach to this child which would help him to better enjoy living and being at the center. To get a better picture of his family life, the social worker visited the camp and found that this child had no father, his mother was an

exceptionally large domineering woman, and he had many sisters and two brothers. The social worker spent considerable time talking with the mother, trying to help her understand the needs of this weak, frail child, who was so different from the others. She talked frequently to Jerry also, knowing that she could do little to modify his home life. She succeeded in getting him to share with her some every day tasks which a small boy might enjoy. Through this companionship he became more positive and friendly both to the social worker and the teachers. Gradually he was able to express his good and bad feelings more freely, to stand up for his rights in the group, and to get real pleasure from coming to the day care center.

Needs for 1961

MIGRANT CHILDREN AND THEIR FAMILIES

Emergency Help From
Public and Private

Family Services
Children's Services
Health Centers
Hospital Care
Out-patient Clinics
Medical Care
Social Security

Protection for Children

Day Care Centers
Summer Schools

SPIRITUAL GUIDANCE

Education Through

Recreation
Leisure-time Activities
Homemaking Classes
Health Education

COMMUNITIES

1. County-wide committees to support needed services.
2. Extension of health, welfare, and recreational services.
3. Assistance in planning day care centers and summer schools.
4. Adequate and suitably located facilities for day care centers and summer schools.

GOVERNOR'S COMMITTEE ON MIGRATORY LABOR

1. Facts and figures on number of migrants.
2. Assessment of needs.
3. Local support for State-aided programs; such as, day care centers, summer schools, and health clinics.
4. Local support for State and Federal legislation.

SUPPORT FOR STATE LEGISLATION

on

Migrant Labor Act to provide a Statutory basis
for the Governor's Committee on Migratory Labor.

Funds for Summer School in Potter County.

SUPPORT FOR FEDERAL LEGISLATION

Better Child Labor Laws
Safe Transportation
Adequate Housing

Social Security Benefits
Adequate Incomes
Responsible Crew Leaders

During The 1960 Harvest Season

County	Southern Migrants	Puerto Ricans
Allegheny	0	0
Armstrong	0	0
Beaver	0	0
Bedford	0	0
Blair	0	0
Butler	0	0
Cambria	0	0
Clarion	0	0
Clearfield	0	0
Columbia	200	150
Clinton	0	0
Crawford	135	0
Cumberland	80	20
Delaware	128	100
Franklin	535	410
Fulton	0	0
Huntingdon	0	0
Indiana	0	0
Jefferson	0	0
Lancaster	128	300
Lawrence	15	0
Lebanon	108	10
Lehigh	470	180
Luzerne	215	20
Lycoming	65	0
Mercer	40	0
Monroe	50	0
Montgomery	240	80
Northampton	140	30
Perry	10	0
Pike	0	0
Potter	575	0
Snyder	135	0
Schuylkill	60	0
Somerset	0	0
Sullivan	0	0
Tioga	0	0
Union	150	0
Warren	80	0
Washington	0	0
Westmoreland	0	0
Wayne	32	10
York	150	180

TOTAL NUMBER OF MIGRANTS	- 6,900
NUMBER THAT WERE SOUTHERN MIGRANTS	- 4,800
NUMBER THAT WERE PUERTO RICANS	- 2,100